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ABSTRACT

This publication is a programmed workbook designed for use by students in a course on a systems approach to educational staff development. The workbook is one element in an educational program developed by the Georgia Department of Education that combines use of the workbooks with televised programs broadcast on the statewide educational television (ETV) network and attendance at periodic drive-in seminars held at several locations throughout the state. The workbook contains six "work sessions," each of which corresponds to a particular ETV program. Each work session includes an assignment for the student to complete and submit by mail. The course plan calls for the corrected assignments to be returned and discussed at the drive-in seminars. (JG)

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A Systems Approach To Staff Development

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Atlanta, Georgia 30334
Jack P. Nix, State Superintendent of Schools
1975

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Atlanta, Georgia 30303

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STATE OF GEORGIA
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1540 STEWART AVENUE, S. W.
ATLANTA 30310

JACK P. NIX
e Superintendent of Schools

H. TITUS SINGLETARY, JR.
Associate State Superintendent

Dear Georgia Educator:

The Georgia Educational Television Network, with its in-school and in-service productions, is another service of the Georgia Department of Education.

The effectiveness of educational television for instructional enrichment is internationally recognized. Georgia school students are fortunate to live in a state where the Legislature has endorsed educational television by giving it excellent support. This support has included an allocation of funds to continually expand programming and to establish sufficient stations to provide the service throughout the state.

Through telecasts over open-circuit broadcast channels, Georgia children, youth and adults are given an equal opportunity to follow the programs wherever their classrooms or homes are located. We believe Georgia Educational Television will, in significant measure, aid its viewers in their personal search for knowledge and understanding of today's world and the world of tomorrow.

Sincerely,

Jack P. Nix
State Superintendent of Schools

OVERVIEW

The material in this workbook is designed to help you acquire a general knowledge of the systems approach and to help you apply that approach to the development of a staff development plan.

The general purposes of this course are

- That you have a working knowledge of the systems approach and at least one systems model;
- That you apply the systems approach to the staff development process;
- That you develop a staff development plan for your school or district using the systems approach;
- That you be able to apply the systems approach to educational problems other than staff development.

The strategies to be employed to meet the objectives are three: television programs via the ETV network, work sessions through the utilization of programmed materials and drive-in seminars.

Calendar and Format

TV Broadcast	Accountable Work Session	Drive-in Seminar
Jan. 20 Jan. 23 (repeat)	one (5 hours)	Feb. 7, 3:30-7:30 Columbus
Feb. 3 Feb. 6 (repeat)	two (5 hours)	Feb. 10, 3:30-7:30 Atlanta and Athens
Feb. 17 Feb.	three (5 hours)	Mar. 7, 4:00-8:00 Columbus
Mar. 3 Mar. 6 (repeat)	four (5 hours)	Mar. 10, 3:30-7:30 Atlanta and Athens
Mar. 17 Mar. 20	five (5 hours)	Apr. 4, 3:30-7:30
Mar. 31 Apr. 3 (repeat)	six (5 hours)	Apr. 7, 4:00-8:00 Atlanta and Athens

The television programs will be shown on channel_____at_____p.m. on the above dates. The Accountable Work Sessions will be held at _____

_____.

Neither the television programs, the accountable work sessions or the drive-in seminars will stand alone. They are each designed to reinforce and supplement the other parts.

Included in this workbook are specific assignments for you to complete and return to

_____

_____

_____

_____

These assignments will be returned to you during the drive-in seminars. If you have any questions concerning these workbook sessions that cannot wait for a seminar date to be answered or discussed feel free to contact_____

_____.

The drive-in seminars are designed to give you the opportunity to discuss and question the material covered in the television programs, the work sessions and assigned readings as well as other questions and concerns you have about staff development.

To participate in this course, you will need a packet of instructional materials that includes

- Needs Assessment Package. Georgia Department of Education.
- How Schools Can Apply Systems Analysis. Joseph E. Hill, Phi Delta Kappan Educational Foundation.
- Writing Behavioral Objectives: A Guide to Planning Instruction. William J. Kryspin and John F. Feldhusen, Burgess Publishing Company.
- Resource Guide for Staff Development. Georgia Department of Education.
- Staff Development: Sources and Resources. Georgia Department of Education.

Except for the last booklet, each publication will be used in the work sessions. Staff Development: Sources and Resources is an annotated bibliography that you are urged to consult throughout the course although no specific assignments will derive from it.

WORK SESSION I

The major purposes of this session are

- That you become interested in a systems approach to the degree that you will be willing to apply that approach to staff development.
- That you will be able to

  Define a systems approach

  Describe a simple systems model and understand its decision points

  Compare two systems models

  Identify examples of systems models and decision points

TELEVISION PROGRAM I

During the first television program you were introduced to a committee formed to plan a staff development program. For purposes of the television programming this committee is a system-wide committee, but as the narrator pointed out, the T.V. committee applies principles which may be equally effective for a school committee or a departmental committee within a single school. No matter what level of operation, however, this is a very typical committee. Each member has his own point of view, his own method of doing things. Like all committees there is some dissonance. There are people who take leadership roles and there are laggards. A thumbnail sketch of the committee members is in Appendix A.

BACKGROUND ON SYSTEMS

Throughout the television series, the committee will be using a six step systems model to design their staff development plan. This model is only one of a large number of systems models that have been developed. In order to put this model in the larger context of a systems approach or systems management, a general overview of systems analysis is needed. Before you go on, please read the first booklet in your learning packet entitled How Schools Can Apply Systems Analysis by Joseph E. Hill.

DEFINITIONS

During this work session you should learn the following definitions.

1) A systems approach is a plan for solving problems that describes the interrelation of sequential decision points. An example of sequential decision points is objectives, criterion measure, strategies and evaluation. Feedback, the communication of information from one decision point to an earlier one(s), is inherent in the systems approach.

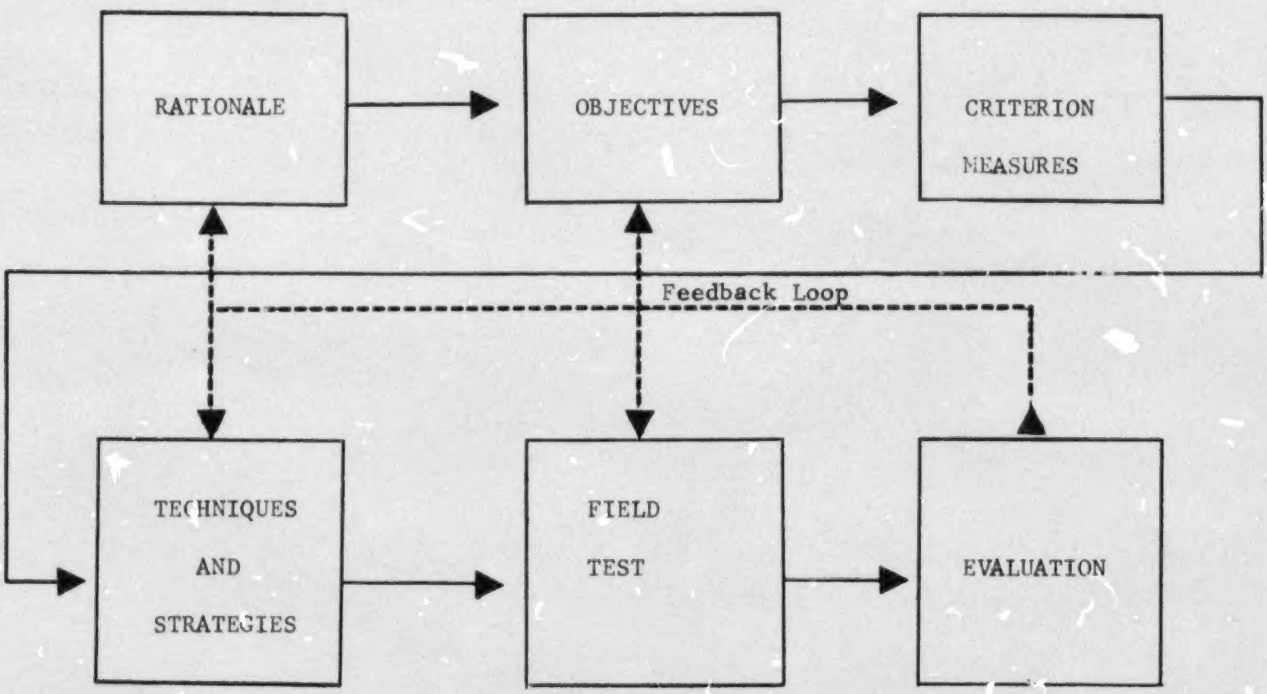
2) Staff development is a planned program designed to prepare educational personnel to implement specific local improvement activities which are directed toward locally determined priority student needs.

BASIC SYSTEMS MODEL FOR THE STAFF DEVELOPMENT PLAN

In How Schools Can Apply Systems Analysis, you were introduced to a systems model on pp. 13-21. The model used by the committee on the television series and the one you will be asked to use in this workbook is compatible with but not identical to the Hill model.

The model that will be used here is presented in Diagram I. It is duplicated in Appendix B. The Basic Systems Model as it applies to staff development is in Appendix C.

Diagram I - Basic Systems Model



The elements of the basic model can be defined as follows.

Rationale: Since the systems approach is a problem solving plan, the rationale identifies a specific problem and why it should be solved.

This decision point answers the question: Why?

Objectives: Specific statements that identify a specific performance desired to solve the specified problem.

This decision point answers the question: What?

Criterion Measures: The minimally acceptable performance necessary for each objective to be achieved.

This decision point answers the question: How much?

Techniques and Strategies: Methods employed to produce the change.

This decision point answers the question: How?

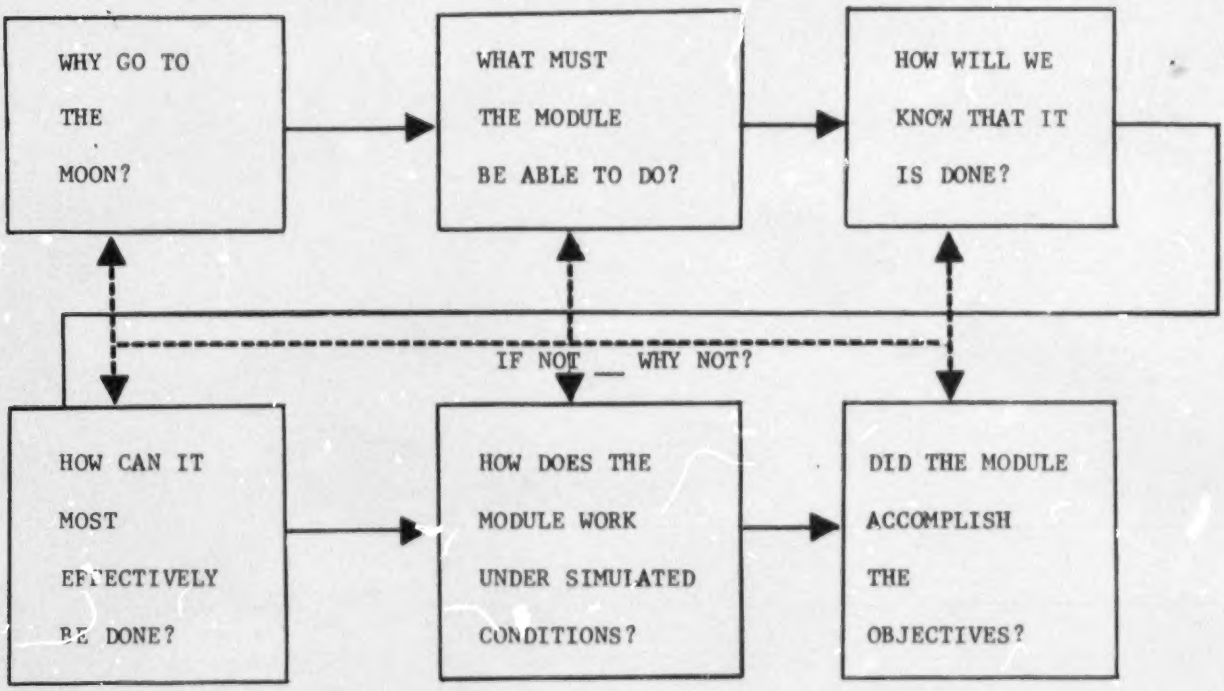
Field Test: A trial run of the techniques and strategies on a small scale.

Evaluation: Based on the achievement of the objectives from the trial run, a judgment should be made as to whether to implement the plan on a large scale. The results of the evaluation are fed back into the system for more effective problem solving.

EXAMPLES OF THE BASIC SYSTEMS MODEL

Diagram II is an example of how the Basic Systems Model can be used. Each box corresponds to the decision points in the Basic Systems Model; at each decision point, decisions that needed to be made in building the lunar landing model are identified.

Diagram II - Lunar Landing Module Model

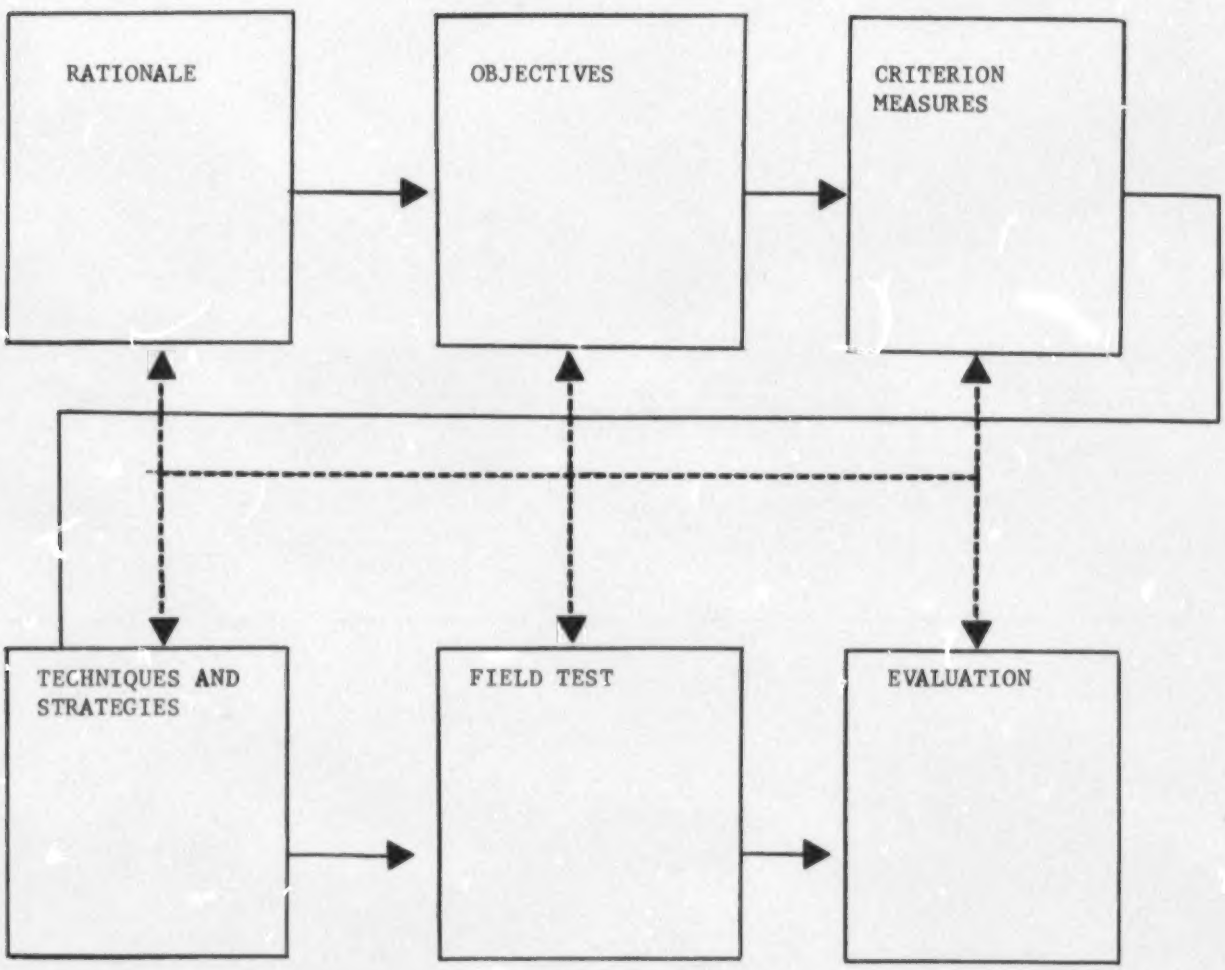

WHY GO TO THE MOON?
WHAT MUST THE MODULE BE ABLE TO DO?
HOW WILL WE KNOW THAT IT IS DONE?
IF NOT — WHY NOT?
HOW CAN IT MOST EFFECTIVELY BE DONE?
HOW DOES THE MODULE WORK UNDER SIMULATED CONDITIONS?
DID THE MODULE ACCOMPLISH THE OBJECTIVES?

CHECKPOINT

To check your understanding of the Basic Systems Model, assume you want to apply it to the following problem.

> You and your spouse are both employed full-time but your jobs are in different parts of the city. You only have one car and transportation to and from work is a big problem; you are contemplating the purchase of a second car.

At each decision point, write in the kind of question that needs to be answered at that point.



Among the possible questions you might have identfied at each decision point are the following.

Rationale
Why do we need a second car?
Is the purchase of a second car the best way to solve our transportation problem?

Objectives
Specifically, what should the second car be able to do?
Specifically, what advantage for transportation to work will a second car provide?

Criterion Measures
How much time must we save from a second car?
How much flexibility will we get from a second car?

Techniques and Strategies
How will we go to work with the car?
How will we save time?

Field Test
Assume that the field test is run with a borrowed or rented car to determine:
What routes would be best?
How much time, if any would be saved?

Evaluation
Did the rented or borrowed car accomplish what was specified in the objectives?

There are many appropriate questions you could have identified for each decision point. Do not be discouraged if yours do not match any of these; we will discuss this in Seminar I.

ASSIGNMENT

In the work sessions that follow this one, you will be asked to apply the Basic Systems Model to planning for Staff Development. The assignments you will have will relate directly to Staff Development. To help prepare you for this, your assignments for this work session will relate directly to the Basic Systems Model.

I. Define the systems approach.

II. a. Identify a situation where the systems approach is used in your community.

b. Identify a situation where the systems approach is used in your school district.

III. List the decision points of the Basic Systems Model and the decision points from the model in How Schools Can Apply Systems Analysis that you feel correspond.

Basic Systems Model	Hill Model
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Study carefully the flow charts attached to Appendix B of the Resource Guide for Staff Development entitled Model A (LEA) (Local School System) Flow Chart and Model B (Local School) Flow Chart. The Flow Charts will be discussed in the first seminar.

WORK SESSION II

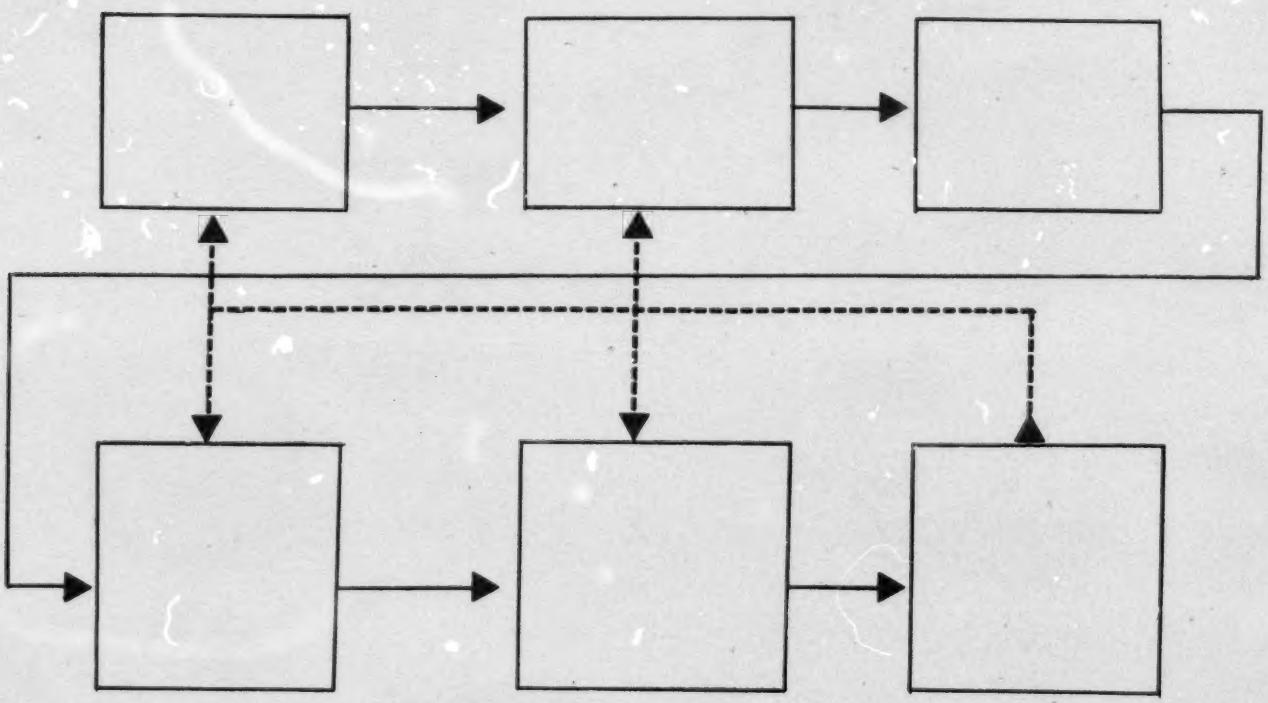
The second work session is designed to have you review in depth the first decision point on the basic systems model "Rationale". To accomplish this you will be introduced to the concept of sub-decision points.

The purposes of this work session are

- That you will be able to recall the components of the systems model to be utilized in this project.
- That you know how to conduct a complete needs assessment based on a tentative problem area.
- That you identify an educational problem area and be able to build a rationale for studying this area.

CHECKPOINT

Before you begin to work through the sub-decision points associated with decision point one "Rationale", write in the name of each basic decision point in the appropriate box below. You should be able to do this by memory at this time.



TELEVISION PROGRAM II

During this television program you saw the committee begin to work together. They identifed felt needs and then set out to verify these felt needs. They worked long and hard at gathering information in order to arrive at an acceptable problem statement. Once the problem statement was formulated they made clear their thinking about the need for the problem by describing the empirical and philosophical support or the "Rationale". Thus they completed the first decision point of our Basic Systems Model.

DECISION POINT ONE: RATIONALE

As you saw on T.V., decision point "Rationale" has the following sub-decision points:

Felt Needs → Tentative Problem Area → Verified Needs → Problem Statement → Rationale

The major decision points in most systems models are usually the culmination of may smaller sequential decisions which provide data for the larger decision. If each sub-decision point is detailed every time the model is presented, the flow of the system may be hampered. The sub-decision points will be vital to you, however, as you work through the process of the Basic Systems Model.

Appropriate terminology for decision poin one "Rationale" is described as follows.

Rationale: Since the systems approach is a problem solving plan, the rationale identifies a specific problem and why it should be solved. The rationale is the fundamental reason for doing something. It should include empirical and philosophical support.

Problem: A situation in which a discrepancy is identified between what is desired and what in fact exists. A problem does not exist by itself, it has to be perceived.

Needs Assessment: A collection of data to determine in what ways and to what extent there is a problem, i.e., there is a discrepancy between the desired and the actual. Needs assessment usually includes such information as: learner characteristics, inventories of school and community resources and relevant test data.

Felt Needs: Those based on personal opinion. They are needs that people perceive to exist. They are not data based or empirically supported. Felt needs may be very accurate but in a systems approach they should be legitimized by data.

Verified Needs: Those based on relevant data obtained from such sources as test scores, surveys and inventories. They are supported by objective data rather than merely by personal opinion and are thus "legitimate".

BACKGROUND ON NEEDS ASSESSMENT

In order to gain a better understanding of needs assessment or needs verification, prior to dealing with the sub-decision points of this model, read the second book in your learning packet Needs Assessment Package from the Georgia Department of Education.

WORKING THROUGH DECISION POINT ONE

Identification and Ranking of Felt Needs

The first step in working through Decision Point One is to identify felt needs. For Staff Development, these needs may be identified for the entire system or for a single school. They may relate to one or several student ability levels, curricular areas or educational divisions as described in Appendix D.

Some examples of felt needs are

Students aren't doing as well as they used to

Kids don't like school

Students can't read

These needs must be sifted through to determine which are deemed most important by the staff development committee. Some kind of ranking or prioritizing is necessary. Two ways of ranking felt needs are "Matrix Ranking" and "Paired Comparisons".

Matrix Ranking

Matrix Ranking is done by having a group of individuals rank their own felt needs from high to low, as done in the following example.

Individual Ranking

Felt Need	Ranking
1. Student Failure	10
2. Student Attitude	9
3. Job Preparation	8
4. Can't Read	7
5. ----------	6
6. ----------	5
7. ----------	4

After each individual has ranked the needs, the group assembles and charts their felt need ranking as indicated below.

Felt Need	Rank Felt Need by Group Members						Total Points
	A	B	C	D	E	F	
1. Student Failure	10	8	8	6	7	8	47
2. Student Attitude	9	6	10	7	6	9	47
3. Job Preparation	8	10	9	10	8	7	52
4. Can't Read	7	9	5	8	9	6	44
5. ----------							
6. ----------							
7. ----------							

According to this matrix, job preparation becomes the first tentative problem area for which the need must be verified. If this need is not data supported in the verification process the next ranked felt need is subjected to the same verification process.

Paired Comparisons

Paired comparisons provides a ranking system that can be used by idividuals or groups. Each individual compares each felt need to every other felt need. Using the felt needs in the example above, assume the following abbreviations for the felt need areas:

1. Student Failure (s.f.)
2. Student Attitude (s.a.)
3. Job Preparation (j.p.)
4. Can't Read (read)

In order to employ this method in determining priorities, arrange the felt needs in pairs so every item is compared with every other item and circle the most important item of the pair.

1. (sf) sa
2. (sf) jp
3. (sf) read
4. (sa) jp
5. (sa) read
6. (jp) read

The number of times a felt need has been circled should be tabulated. If a group of people is involved, all the individual responses should be totaled. In the example cited, the following results occurred.

1. Student Failure	(s.f.)	0
2. Student Attitude	(s.a.)	2
3. Job Preparation	(j.p.)	3
4. Can't Read	(read)	1

Job preparation thus was identified as the first tentative problem area for which the need must be verified. If the need is not supported in the verification process, the next ranked felt need should be subjected to the same verification process.

Results of Ranking

After prioritizing the identified felt needs, the first sub-decision point in Rationale has been completed. It should be emphasized that ranking of felt needs perceived by many individuals will usually tend to prove more valid for a staff development plan than that done by one individual.

At this point the needs are merely perceived to exist; they are not data supported. Ranking identified the severity, degree of applicability or urgency of the need. The next step will involve the collection of data to support the need.

Verification of Needs

The collection of data to support or verify the actual existence of a percieived need is commonly referred to as needs assessment.

ASSESSMENT OF FELT NEEDS MUST BE CAREFUL AND THOROUGH. BASING DECISIONS ON INADEQUATE OR INAPPROPRIATE DATA IS AS BAD AS USING NO DATA AT ALL.

Verification Sources and Processes

Although each problem may yield unique sources of data the following sources are usually productive for the collection of data relating to student needs.

Student Background

Student Interests

Student Performance

School Resources

Community Resources

The process of data collection may entail new activities or it may include a review of information already obtained through such processes as

Testing

Surveying

Using Questionnaires

Interviewing

Inventorying

Examples of Verified Needs

When a felt need is supported by data, it becomes a verified need.

Examples of verified needs include

1. Standardized test data indicate lower scores in computational skills for third grade children than five years ago.

2. Questionnaire results show 60 per cent of high school seniors would rather be working than be in school; average daily attendance

of high school seniors is 90 per cent of what it was five years ago.

3. Survey of the three largest community employers shows dissatisfaction with the high school preparation for students entering their line of work; 39 per cent of the graduates seeking jobs immediately after high school remain unemployed for at least six months.

4. Statewide testing program indicates ninth grade students on the average are one and a half years below national norms in reading comprehension.

Problem Statement

After the highest possible prioritized felt need has been verified a problem statement can be formulated. This includes a brief statement, based on the data, of "what is" and a brief description of what can be agreed upon as the most reasonable, most desirable expectation of "what should be".

Support for the statement "what is" should be based on empirical evidence as collected in the needs assessment to verify the needs. The empirical support should point out the discrepancy that exists between the real and the desired.

Support for "what should be" can be based on both empirical and philosophical support. Philosophical support is opinion based on values and beliefs. It is an assimilation of individuals' feelings about what school's most important functions would be, e.g. teach the 3R's, prepare for careers, fulfill the potential of the individual. An identification of the major valued function that is not being carried out forms the basis of the philosophical support.

Checkpoint

I. Take one of the examples of the verified needs presented above and write a problem statemnt for that need. Support the problem statement with a statement of philosophical and empirical rationale.

Complete this task before reading further.

Here is an example of how you might have responded for the verified need. A survey of the three largest community employers show dissatisfaction with the high school preparation for students entering their line of work; 39 per cent of the graduates seeking jobs immediately after high school remain unemployed for at leat six months.

One possible problem statement for this verified need could read:

> The vocational training of our students should be modern and up-to-date, preparing students for both present and future job possibilities. To facilitate this greater communication and cooperation should exist between the educational and vocational sectors of the community.

> At least 90 per cent of students seeking jobs should be able to find a job for which they have appropriate training and skills within six months of graduation.

Empirical support could include

- A survey of the three largest community employers indicates dissatisfaction with the high school preparation of students entering their line of work. Students' vocational preparation is largely outdated. Many jobs are left unfilled because the students have inappropriate training for them.
- A survey of recent graduates seeking jobs immediately after high school indicates that 39 per cent remain unemployed for at least six months. These people create a morale problem in the community because they tend to loiter in the downtown area to wile away their idle hours.

Philosophical support could include:

> It is the natural state of man to want to make a difference - to contribute to his environment. The work that one does is a natural area for contribution. It should be one of the major responsibilities of education to prepare man for work for two major reasons: 1) man's need to contribute, 2) man's need to support himself financially in our society. Public supported education should prepare future citizens to support themselves.

We will discuss your problem statement and support during the first drive-in seminar.

ASSIGNMENT

I. Study Appendix D, a matrix depicting the State Department of Education's "Instructional Program Structure".

a. Identify one block from the matrix, e.g. Early Childhood and Disadvantaged or Career Education and Disadvantaged.

b. Identify needs you percieve your system or school to have in this area.

c. Prioritize these needs below using one of the approaches described in this work session.

d. List the types of data or information that should be collected and studied to verify these needs.

e. Assume your highest ranked need has been verified. Write a problem statement for the verified need using both empirical and philosophical support.

WORK SESSION III

The major purposes of this session are

- That you understand that a student needs assessment, the foundation for writing objectives, is basic to any staff development plan;
- That you will be able to identify the elements of a well stated objective;
- That you will be able to write broad objectives;
- That you will be able to write specific objectives in the ABCD format.

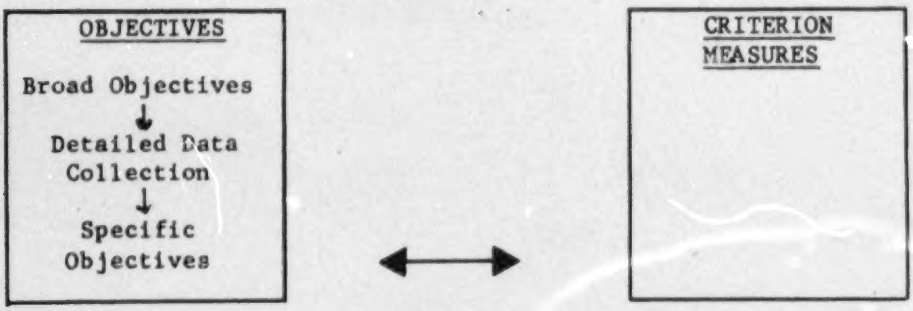
TELEVISION PROGRAM

In Television Show III, you saw the staff development committee grapple with translating the general problem statement into general objectives and then into specific objectives. Some of the committee members complained about objectives as being too confining or inhuman but these complaints tended to fall away when it was demonstrated that objectives allow for a universe of behaviors and are indeed student-centered. Given the background of the committee members (Appendix A), perhaps you had anticipated how they would react!

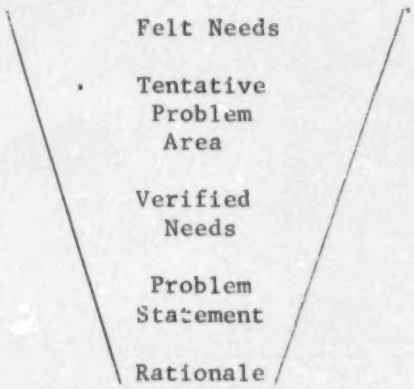
GENERAL AND SPECIFIC OBJECTIVES

As used in this project, objectives are statements of intent for learner performance. They describe who will do what, when, and how much. Dealing with these matters corresponds with the second and third decision points of our systems model. These decision points and their sub-decision points are illustrated in Diagram III.

Diagram III - Decision Points Two and Three of Basic Systems Model



Throughout all the sub-decision points of the model explored thus far, a process of telescoping in on an area has been described as indicated below.



This process is continued with broad and specific objectives. The problem statement identifies the discrepancy between the actual and the desired. A broad objective is a statement further describing the ideal or what the student population should be able to do after a set of educational experiences. A specific objective is a further refinement describing what sub-populations should be able to do as measured by specific criteria under specified conditions.

EXAMPLES OF GENERAL AND SPECIFIC OBJECTIVES

Examples of broad objectives based on verified needs are

- Third grade students scoring below grade level on standardized tests in math computation will, after completing one quarter's work, show a gain of at least one month;
- High school seniors will show a more positive attitude toward school than they did as juniors;
- Sixth grade students, reading below grade level as measured by a standardized test, will after one quarter's work in a special reading program, show a gain of at least one month.

Before objectives are written more specifically, additional data may need to be collected. For example, generalized test results might have been used for needs verification and now specific test results must be used. These specific test results will indicate the degree and amount of discrepancy that exists within a problem area.

Example I: 1505 ninth grade students tested in reading comprehension showed:

240 students above grade level
360 students on grade level
275 students 1/2 to 1 year below grade level
250 students 1 to 1 1/2 year below grade level
200 students 1 1/2 to 2 years below grade level
180 more than 2 years below grade level

In further collecting data and assessing needs it is possible to become more specific. In the breakdown above 905 students scored below grade level at varying points.

Example II: 450 high school juniors after completing a questionnaire on attitude toward school indicated that:

45 students were enthusiastic about school
155 students liked school
125 students were indifferent toward school
75 didn't like being in school, but not enough to quit
50 were going to quit because of an intense dislike for school after that year.

This more detailed data collection shows that 125 students do not like school and another 125 are questionable.

By further identifying the degree and amount of discrepancy that exists within a problem area a set of objectives may be identified and written that will more precisely

identify populations on which to work (e.g., in reading, the 180 students scoring more than two years below grade level are the most severe problem, and when reviewed in this context, should be given first priority);

prioritize sub-populations within each problem area to show which ones and how many need intensive work;

verify the problem statement.

Examples of specific objectives are

- All ninth grade students scoring more than two years below grade level on reading comprehension (180) will show at least three months improvement after completing one quarter in an intensive reading program.

- Upon completion of a two week special seminar, 30 of the 50 juniors who indicated they would not return to school will return and at least start their senior year.

As objectives become more specific, the problem becomes more manageable and possible solutions may be identified to help solve the problem.

Specific objectives also describe criterion measures, or how much of the desired kinds of student performance will indicate that the needs are fulfilled. As used in this course, <u>specific objectives must include a criterion measure</u>. Thus, although objectives and criterion measures are separate decision points on the Basic Systems Model, the specification of <u>what</u> students behavior and <u>how much</u> are virtually simultaneous tasks.

ASSIGNMENT

There are numerous ways to write objectives that have been developed within the last 15 years. You may already be familiar with several of these. Although the proponents of any one approach might disagree, there is no one correct way to write objectives; many types of objectives exist, many types are helpful. You will be asked to learn one specific approach in your assignment so we can have a common framework for dealing with objectives in preparing the staff development plans. Regardless of how much experience you have had in writing objectives, please become familiar with the approach that will be used in this program.

I. Read the third book in your learning packet entitled Writing Behavioral Objectives: A Guide to Planning Instruction by Kryspin and Feldhusen. When you have finished this book, you should be able to write objectives in the ABCD format.

II. Based on your problem statement on page 19, write several broad objectives for your problem.

III. In order to formulate more specific objectives, additional data may need to be collected and sub-populations may need to be identified. In doing this, please fill in the appropriate spaces below.

A. Student Sub-population that will be the specific focus for improvement	
B. Sources of data that will be consulted for more specific information, e.g., test scores, student files	
C. Results of additional data collection	

IV. Based on the information collected in III, write specific objectives in the ABCD format for your broad objectives.

Broad Objective I

Broad Objective II

Broad Objective III

WORK SESSION IV

The major purposes of this session are

- That you will be able to translate objectives into planned educational improvement programs;
- That you will be able to screen and organize educational improvement activities;
- That you will understand that educational improvement programs are the basis for staff development activities.

By the end of this work session you will have worked through the final three decision points of the basic systems model and will have begun Decision Point Four.

You will also have worked through Step One and Step Two of the Staff Development Process. For comparison of these two processes, study Diagram IV.

Diagram IV: A Comparison of the Basic System Approach to the Staff Development Process

Basic Systems Approach	Staff Development Process
Decision Point I (Rationale)	Needs Assessment (Step I)
Decision Point II (Objective) Decision Point III (Criterion Measures)	Educational Improvement Program (Step II)
Decision Point II (Techniques and Strategies)	(Step II) Continued

The major difference in the two approaches is one of terminology. The basic systems model is somewhat more precise in that it takes you through a series of sub-decision points. The staff development process asks a series of questions. Both approaches are sound and each complements the other. Used together they strengthen the staff development endeavors.

TELEVISION PROGRAM

Television Program IV focused upon a very important task in education, namely, the identification of educational improvement activities that will enable students to attain specified objectives. The committee had its usual human problems but again the system provided the necessary structure for overcoming these. Because the system formced them to be specific, they were able to recommend many educational improvement activities, screen them for such factors as appropriateness and feasibility and combine the activities into an educational improvement program.

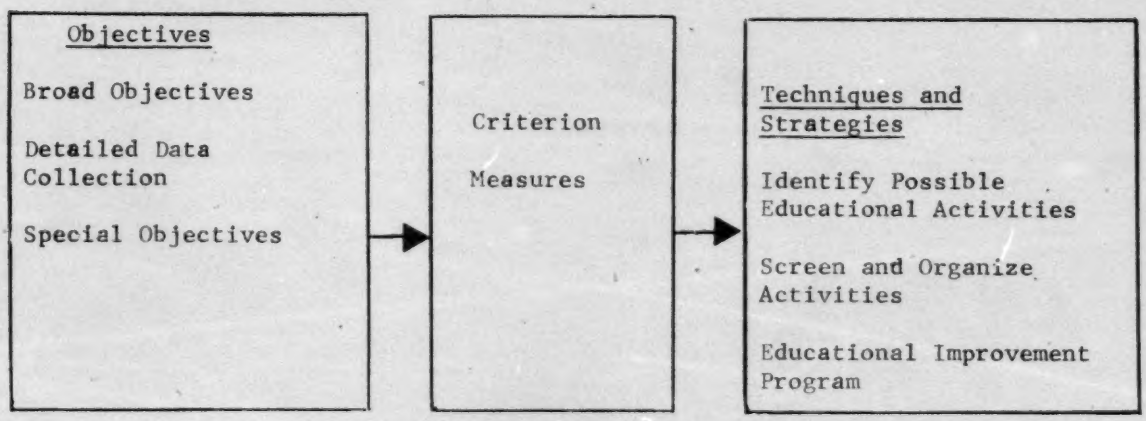
BACKGROUND FOR STAFF DEVELOPMENT

At this time to strengthen your understanding of the staff development process in Georgia, please read and study the Resource Guide for Staff Development, Section I and Section II, Parts I and II with the appropriate appendices.

EDUCATIONAL IMPROVEMENT ACTIVITIES

The identification of educational improvement activities occurs in Decision Point IV of the Basic Systems Model, Techniques and Strategies. Although there are a number of sub-decision points in relation to Techniques and Strategies, only those involving educational improvement activities will be specified at this time. The appropriate sub-decision points for Techniques and Strategies and the two preceding decision points are indicated in Diagram IV.

DIAGRAM IV - Decision Points Two, Three and Four as They Relate to Educational Improvement Activities



From the specific objectives, educational activities can be identified that have the potential for fostering the behavior identified in the objectives. Not all possible activities are practical or feasible in a given situation, however. Therefore, it is necessary to subject the activities to a screening procedure. A set of pre-determined questions can help in designing the most appropriate educational program. The following questions are based on those in the "State Staff Development Resource Guide".

- Compatibility -- Does this activity fit in with the philosophies and values of the staff, parents, and community? How?
- Complexity -- What has to be done to this activity to get it ready for the system's schools?
- Financial costs -- What is the cost of the activity? What present costs will be eliminated? What additional costs will be incurred? What sources are available for funding?

- Time factors -- How much and whose planning time and daily operational time is involved? When is the best time to install? How long will it take to get the innovation working?

- Space requirements -- What will be the space requirements?

Magnitude of innovation -- How much change/revision will be required?

- Support needed -- What will be required in the way of staff development, organizational changes, instructional supplies and equipment?

- Relative advantages -- Does this activity meet the system's needs better than others? Why?

These questions should help the user either to substantiate the worth of the educational improvement activities they have identified or they should help the user to eliminate the educational activities as being impractical for one or more reasons.

CHECKPOINT

To check your understanding of the screening questions, consider the following objective.

> Upon completion of a two week special seminar, 30 of the 50 juniors who indicated they would not return to school will return and at least start their senior year.

Assume the following activities for that objective are to be screened

- A lecture by Paul Anderson
- A group meeting with community leaders
- A group meeting with students who have dropped out in the past

Using the chart below, write in Activity I, Activity 2, or Activity 3 in the appropriate column for each screening question. Use your own community for a frame of reference.

	Excellent (no problem)	Good (few problems)	Poor (many problems)
1. Compatibility			
2. Complexity			
3. Financial costs			
4. Time factors			
5. Space requirements			
6. Magnitude of innovation			
7. Support Needed			
8. Relative advantages			

Although everyone will have a different response, none of these activities would probably present many problems. The lecture by Paul Anderson would likely be the most expensive, a group meeting with community leaders or students would likely require more time in preparation. We will discuss this activity at the next drive-in seminar.

ASSIGNMENT

1. Choose one of the specific objectives you wrote at the completion of work session III and identify at least five possible educational activities for it. Next, subject the activities to a feasibility screening using as many of the previous eight questions as necessary on the chart below.

a. Briefly describe your educational improvement activities.

1.

2.

3.

4.

5.

6.

7.

8.

b. Screen your activities on the following chart, writing in the number of the activities as appropriate.

	Excellent (no problem)	Good (few problems)	Poor (many problems)
1. Compatibility			
2. Complexity			
3. Financial costs			
4. Time factors			
5. Space requirements			
6. Magnitude of innovation			
7. Support Needed			
8. Relative advantages			

II. Logically group the educational activities that survived the screening process into an educational improvement program. (An educational improvement program is a logical grouping of screened educational improvement activities that will enable students to attain a given objective and a set of objectives.)

1.

2.

3.

4.

5.

6.

7.

8.

WORK SESSION V

Once the educational improvement program as described in Work Session IV has been designed, the next step is to identify teacher competencies: the knowledge, skills and attitudes that a professional staff needs in order to carry out the program.

To this end, the major purposes of this session are

- That you understand that a faculty needs assessment, the foundation for specifying competencies, is basic to any staff development plan;
- That you will be able to specify professional competencies that are needed to achieve student objectives;
- That you know how to plan alternative supporting strategies for achieving specified competencies;
- That you know how to integrate separate competencies and strategies into a comprehensive staff development plan.

TELEVISION PROGRAM

In Television Program V the concept of professional competencies was developed. Staff development was defined as the administrative process for developing the competencies needed by selected personnel for improvement of specific local improvement activities, designed to meet identified student needs. Your reaction probably is "Wow!" It is not as complicated as it sounds, however, as the television committee discovered. Using a variety of assessment techniques they determined which competencies were needed and whether the professional staff possessed them. Local improvement activities were designed for those competencies which were needed but were lacking.

Although it didn't come easily, the television committee has begun to see the payoff for all their hard work -- they have started to realize that the improvement of professional skills in relation to verified student needs has the potential to really make a difference in the education a student receives. With this realization they will be ready to complete the task.

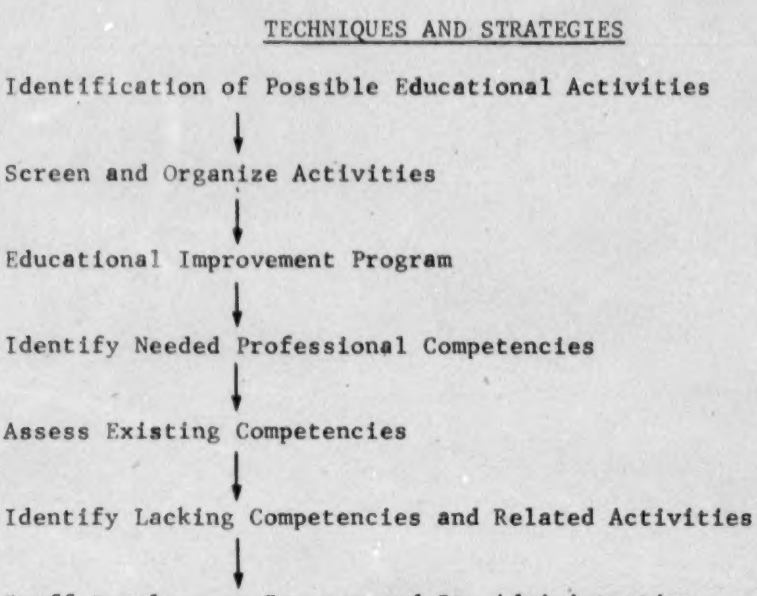
BACKGROUND ON STAFF DEVELOPMENT

To apprize yourself of how the Georgia Resource Guide for Staff Development describes competencies and staff development programs please read Section Two, Parts III and IV, plus the appropriate appendices.

THE STAFF DEVELOPMENT PROGRAM
Relation to the Basic Systems Model

On page 25 it was pointed out that there are a number of sub-decision points for Techniques and Strategies, only some of which were described at that time. In Diagram V, all the sub-decision points of Techniques and Strategies are indicated.

DIAGRAM V. Sub-decision Points of Techniques and Strategies for Staff Development


TECHNIQUES AND STRATEGIES
Identification of Possible Educational Activities
Screen and Organize Activities
Educational Improvement Program
Identify Needed Professional Competencies
Assess Existing Competencies
Identify Lacking Competencies and Related Activities
Staff Development Program and Its Administration

In relation to staff development, it is necessary first to determine what professional competencies are likely to be needed in order that the educational improvement program can be implemented. Competencies, like objectives, describe what needs to be accomplished, to what degree, under what conditions. Since the staff may already possess some of the desired competencies, an assessment is the next step. Those competencies that are needed but are found to be lacking form the basis of the staff development program. From these competencies, activities need to be designed, screened and organized which will allow for the attainment of the competencies.

Can you see the relation between the design of the Staff Development Program and the Basic Systems Model? The design of a Staff Development Program is a system within a system as outlined in Diagram VI.

DIAGRAM VI. A Comparison of the Basic Systems Model and the Design of a Staff Development Plan

Basic Systems Model	Design of a Staff Development Program
Identification of problem area; assessment and verification (based on students)	Identification of competencies; assessment and verification (based on professionals)
Objectives Criterion Measures	Competencies
Identification, screening and organization of techniques and strategies, e.g. educational improvement activities	Identification and organization of staff development activities; administration of Staff Development Program*

COMPETENCIES

The major difference between objectives and competencies is that objectives are student-centered and competencies are educational personnel-centered. Competencies define what behaviors the educational staff needs in order to offer the educational improvement activities students need.

Simply defined, competencies are sets of knowledge, skills and attitudes of education believed to be essential in facilitating achievement of specified objectives by students/learners.

Once the educational improvement program has been designed, the task of identifying appropriate competencies begins. This process must focus on identifying the skills that the staff most often needs to offer students the educational activities selected earlier. Like objectives, the need for competencies must be assessed. One way of assessing the need for competencies is to establish some pre-determined decision points in the form of questions.

Example:

1. What do educational personnel need to know in order to implement a program that will enable students to achieve specified objectives through appropriate educational improvement activities?
   a. What does the classroom teacher need to know?
   b. The principal?
   c. Other identified personnel (i.e., subject matter specialists, supervisors, etc.)?
2. What kind of judgements do educational personnel need to be able to make in order to implement such a program?
3. What skills are needed to implement the program?

*Tasks essential to the administration of a staff development program are described in the sixth work session.

4. What attitudes are needed to implement the program?

Another way of identifying needed competencies is through the use of professional inventories and evaluation procedures. They not only serve to identify what both staff and supervisors perceive as weaknesses but they also serve to identify strengths in given areas as well as personnel who may help others lacking in certain competencies grow towards desired ends.

As with the assessment of student needs, it is essential that the assessment of professional competencies be comprehensive; inadequate assessment of professional competencies can be as hazardous as no assessment at all.

COMPETENCY STATEMENTS

Sources for competencies are ideas that a staff development steering committee has about what professional staff need. These ideas need to be data based and then defined as competency statements. Presently there are two ways of identifying or defining competency statements.

The first is identification of already existing competency statements. This method simply involves taking an idea for a competency and choosing from one of the many lists on competency statements those that most fit the idea. In some cases the statements may need to be modified to include the conditions and the degree of performance desired.

The second method for identifying competency statements involves the original definition of them. Each competency statement should have the minimal following element.

- A statement of what is to occur
- A statement of what conditions it is to occur under
- A statement of minimal performance level

Once a desired behavior has been identified, it can be described in this way.

Examples of competency statements include:

- Given a large group discussion, the teacher is able to involve at least 90 per cent of the students in the discussion;
- When an independent project requiring reading is assigned, the teacher is able to provide appropriate materials so that all the students are capable of reading the materials in their assignments;
- When a new class period is beginning the teacher is able to structure the learning environment so that at least 90 per cent of the students are appropriately involved within two minutes of the beginning of the class.

Thus, specified competency statements become outcome objectives for staff development.

STAFF DEVELOPMENT ACTIVITIES

After competencies have been identified and/or developed, appropriate strategies and techniques must be established in order that professional staff may attain the competencies. This task is parallel to the identification of educational improvement activities.

As with the identification of educational improvement activities, local improvement activities need to be generated which logically will allow for the attainment of the competencies. This list can then be screened for similar features as those described on p. 26 and 27 including appropriateness, feasibility and economy. Finally, the activities need to be organized appropriately.

A Staff Development Program is an administrative process for developing the competencies needed by selected personnel for implementation of specific local improvement activities designed to meet identified student needs. This will be discussed further in the next work session.

ASSIGNMENT

I. a. Briefly describe your educational improvement program as you have on p. 30.

b. Based on your educational improvement program, list at least five competencies the professional staff must possess in order to implement the educational improvement program.

1.

2.

3.

4.

5.

c. Identify at least two ways in which the staff could be assessed to determine the extent to which these competencies are presently possessed.

1.

2.

3.

d. Since you are not being required to conduct an actual assessment, assume that two of the competencies are found to be lacking. Please circle them in your list above. Describe at least three local improvement activities to obtain these competencies.

1.

2.

3.

e. Apply the screening questions for educational improvement activities from p. 26 and 27 to these activities. List below those which survive the screening in the order in which they should be presented.

1.

2.

3.

f. Congratulations! You are on the verge of a Staff Development Program.

WORK SESSION VI

The major purposes of this session are

- That you know how to apply managerial techniqes for implementing a staff development plan, e.g. designating responsibilities, allocating resources, constructing time lines, and establishing lines of communications.
- That you will be able to specify possible methods for conducting a field test in a staff development plan.
- That you will be able to design appropriate evaluation questions.

TELEVISION PROGRAM

During the final television program the committee fully realized the benefits of organizing ideas and of using a systems approach in dealing with difficult situations. You saw the committee make a plan to conduct and evaluate a field test. Not only did they evaluate the field test but they evaluated the total program as well. And, finally the point was made that no matter how good the system being used, the most important ingredient is the people using it.

BACKGROUND ON ADMINISTRATION OF STAFF DEVELOPMENT PROGRAMS

In work session five, the final sub-decision point of Techniques and Strategies, Administration of the Staff Develpment Program, was listed but not discussed. To provide a perspective for this sub-decision point, please go back to p. 32 and review Diagram VI. Also read Section Two, Part Five of the Resource Guide for Staff Development.

ADMINISTRATIVE TASKS FOR STAFF DEVELOPMENT

The final sub-decision point under Techniques and Strategies has within it certain administrative or management tasks that are necessary for the administration of a staff development plan. Basically there are four tasks that should be considered in the administration and implementation of a staff development plan: (1) designating professional staff responsibilities; (2) assigning specific tasks; (3) establishing time lines and (4) establishing lines of communications.

1) Designating professional staff responsibilities is paramount in any plan. Different personnel within the system, not necessarily involved in the training phase of these plans or members of a steering committee, need to be involved either directly or indirectly. Those involved directly could be concerned with the actual training of staff for the attainment of competencies. Of no lesser importance are those

people who are indirectly involved with staff development. These people provide the necessary financial support, policy and other administrative support for the implementation of the program. They could include anybody from the superintendent to a paraprofessional. In a systems approach they need to be identified.

2) Assigning specific tasks is accomplished after appropriate personnel are identified. They must be contacted and assigned specific primary and secondary responsibilities. It is important that they be willing to accept and carry out these responsibilities. They must understand where and how they fit into the staff development plan and be accountable for those things assigned them.

3) Establishing time lines is one of the more important managerial procedures. Time lines identify when a specific task is to be completed. Time lines are important because they provide sequence and boundaries on the tasks. They also provide a criterion to evaluate the progression of the plan.

4) Establishing Channels of Communication is vital so ideas and frustrations may flow among the personnel involved with the staff development plan. "Open channels of communication" will often avoid problems before they happen.

One method of specifying these administrative tasks is shown below:

Channels of Communication	Personnel	Identification of Task	Time

FIELD TEST

The next decision point is "Field Test". At this point the staff development plan is almost complete. Student objectives and corresponding teacher competencies have been identified; tentative strategies for attaining the competencies have been designed and organized; techniques for administering the resulting program have been developed. Before the staff development plan is implemented, i.e. becomes a staff development program, a field test should be run.

A field test is a "trial run" on a small sample of the staff to determine if

the anticipated results actually occur. The field test should simulate as closely as possible the exact conditions that will occur in the actual program. Selected staff should be trained in the needed competencies with concommitant evaluation of their performance. Once the competencies have been attained, educational improvement activities selected earlier should be field tested with selected students. The processes for field testing staff and students are indicated in Diagram VI.

Diagram VI: Processes for Field Testing and Evaluating Staff and Students

Field Test I: Staff	Field Test II: Students
Identify staff development activities	Identify educational improvement activities
↓	↓
Select sample of population	Select sample of population
↓	↓
Identify techniques and strategies, e.g. teaching methods, administrative procedures, time lines	Identify techniques and strategies e.g. teaching methods, media
↓	↓
Develop evaluation questions for attainment of competencies and overall program	Develop evaluation questions for attainment of objectives
↓	↓
Implement Field Test I	Implement Field Test II
↓	↓
Evaluate field test for "go" or "no go"	Evaluate field test for "go" or "no go"

Although some decisions for Field Test I and Field Test II may be made concurrently, Field Test II should not be implemented until the evaluation for Field Test I yields a "go" decision, i.e. the desired competencies have been attained. Questions that can be used in making that evaluation are described next.

EVALUATION

Field testing provides a methodology for examining the plans, model, or prototype developed through the systems approach; the last decision point, Evaluation, provides a structure to make a judgment about the plans, model or prototype.

Evaluation of the field test is essential at these levels:

First: Selected staff members must be evaluated based on Field Test I to determine whether professional competencies needed for educational improvement actually have been acquired. The basic evaluation

question is: To what extent were competencies attained?

Second: If the results of Field Test I are satisfactory, appropriate students must be evaluated based on Field Test II to determine whether objectives have been attained at the designated levels after the educational improvement activities have been provided. The basic evaluation question is: To what extent were the objectives attained?.

Finally: After staff and students have been evaluated, the procedures of the field test must be evaluated. Such questions as the following may be asked.

Were the results worth the time?

Were the results worth the efforts?

Were the results worth the money?

Could the same results have been accomplished another way?

Were appropriate personnel assigned to responsibilities?

Were any task assignments overlooked?

These three areas need to be dealt with in a generally sequential fashion. If it is found that the desired competencies are attained to a satisfactory extent, those possessing the competencies can implement selected educational improvement activities. The students involved are then evaluated in relation to the objectives. If the objectives are attained, the program should be evaluated in terms of such elements as efficiency and economy. If the major evaluation questions for staff, student and program are answered affimatively, the program can be implemented on a larger scale. If any major evaluation questions are answered negatively, recycling is necessary. Examples of satisfactory and unsatisfactory responses are indicated below.

Satisfactory	Unsatisfactory
Competencies attained (go)	Competencies not attained (no go)
Competencies attained Objectives attained (go)	Competencies attained Objectives not attained (no go)
Competencies attained Objectives attained Program is efficient (go)	Competencies attained Objectives attained Program not efficient or economical e.g. too expensive per pupil (no go)

Evaluation is a "go" or "no go" decision point. If the results of field testing are satisfactory, go on with the program. Evaluation may lead to a recycling, however, and a new plan may result.

WARNING!

A superficial view of the Basic Systems Model may make it appear that the Field Test and Evaluation decision points are unnecessary. This is a gross misunderstanding of the systems approach. Although thoughtful and diligent planning has preceded the field test and evaluations, if a field test is not conducted and the results evaluated before the plan is implemented, valuable human and financial resources may be wasted. This would be very unsystematic!

It would be very unrealistic, however, to assume that a full-blown field test is always possible. Because of the way in which educational monies are granted and time demands are placed, a complete field test is sometimes out of the question. If it is impossible to conduct a field test in the true sense, the total program can be viewed as a field test during a limited time period. If the evaluation questions applied to the program yield unsatisfactory responses, appropriate changes should be made and the program adjusted appropriately. Remember, however, using the total program as a field test is far from the ideal.

ASSIGNMENT

I. a. Briefly describe the local improvement activities you developed in work session V.

b. For each administrative task below, identify types of personnel or guidelines rather than actual personnel or guidelines. (You will probably want to start with the identification of tasks.)

Channels of Communication	Personnel	Identification of Task	Time

II. a. Assume you are going to conduct a field test. Briefly describe who will do what under what conditions for staff in Field Test I and students in Field Test II.

Field Test I

Field Test II

b. Identify specific evaluation questions you will want to answer for your plan in each area below.

Staff	Students	Program

CONCLUSION

If you have worked through the assignments in this workbook, you have learned the systems approach and applied one systems model to a specific problem area: staff development. Hopefully, you have learned a process which you will apply to other problems you encounter. Remember, the process will always help if the humans using it will allow it to happen.

Good luck!

APPENDIX A

THUMBNAIL SKETCHES OF TV STAFF DEVELOPMENT COMMITTEE

PRINCIPAL I

Age: 35, male

Educational Background: M.A. Biology, M.Ed. Educational Administration, finishing Six-year Certificate in Ed. Adm.

Marital Status: Married, no children

Hobbies: Cabinet/furniture making, water skiing

General: Came into teaching as an accident. He was too late in applying for the job he wanted as a research biologist after obtaining the M.A. and took a job teaching high school biology as an interim measure. In the process he developed a commitment to teaching and stayed on, becoming a high school principal. He started teaching in a school system 50 miles away; when this present school system needed a new middle school principal, the superintendent suggested he apply for the job. He has been the principal for three years.

He is characterized by his willingness to innovate and try new approaches but never by sloppiness in implementing these programs. He would favor a systems approach as a rational method for many programs, staff development being one of them.

He has charisma and is well respected in the community, although some of the more conservative elements tend to suspect him of radicalism. He is also a member of state, local, and national education associations.

CURRICULUM DIRECTOR

Age: 46, female

Educational Background: B.S. in Elementary Education, M.S. in Supervision and Curriculum, sixth year certificate in Curriculum and Supervision

Marital Status: Married, two grown children, husband is a CPA and on the school board

General: She has been employed in the school system for the past 22 years, 12 years as a teacher, six years as an elementary principal and four years as the Curriculum Director. Her predecessor in that position was very traditional, expending most of her energy on keeping the rows straight and the shades even. The present Curriculum Director has always been an innovator, willing to experiment and try new ideas. She has been able to almost double the budget for curriculum materials since she became C.D. through presentations to the School Board, P.T.A., etc. She is somewhat of a threat to the older teachers who don't want the bars on their cages rattled, but she is very supportive of teachers in their attempts to improve and is generally well liked.

Principal II has it in for the C.D. because she opposed his coaching techniques when her oldest son was in high school. She criticized him publicly for wanting to win at any cost; he did not lose his job but there was a considerable controversy for several years. Partly as a result of this, he worked very hard (if unsuccessfully) to defeat her husband in his last bid for the school board.

Hobbies: Needlepoint, French cooking.

COUNSELOR

Age: 33, female

Educational Background: B.S. in English, M.Ed. in Counseling and Guidance

Marital Status: Divorced with one small child

Hobbies: Has little time for any

General: She moved to this town 10 years ago, married the son of the chief-of-police and was divorced 18 months ago. Some of the townspeople criticize her as a counselor for working with an infant to care for and for divorcing her husband. She is very popular with her students and they defend her against such criticism. Although her major assigned task is to do vocational and educational counseling, she spends about half her time listening to students' personal problems. Her home is open to them and they often seek her out for advice after working hours. She tends to be quite liberal in her thinking. She is open to new ideas and believes strongly in the concepts of organization and planning.

The media specialist is often annoyed by her because his office backs up to hers and he can hear the types of problems students have. He thinks she should tell their parents, go to the principal or to the police rather than just listening and talking with them. He teases her a lot about this but he is serious underneath. She realizes this and responds by usually stating her case in a teasing way.

PARENT

Age: 40, female

Educational Background: B.A. in psychology

Marital Status: Married; three children (18, 15, 12); husband is a physician

Hobbies: Active in League of Women Voters, past president of the Garden Club, delegate to the Democratic National Convention in 1972. Is a voracious reader.

General: She is a bright, dedicated woman who has a sincere public interest; she will probably run for the school board next year. She is perky and enthusiastic, a bundle of energy.

She has always been supportive of the school and the teachers. If she does have a question about school she takes it to the appropriate source rather than complaining across the back yard fence. She was appointed to the committee because it was felt she could garner community support better than anyone else could. She is also open to new ideas and is able to judge them on their merits.

She is most kindly disposed to the middle school principal because he went out of his way to help her son last year after he was involved in some potentially serious pranks.

PRINCIPAL II

Age: 54

Educational Background: B.S. Health & Physical Education & Recreation, M.Ed. Educational Administration

Marital Status: Married, three children (27, 24 and 16)

Hobbies: Hunting, fishing, watching sports on TV

General: Is high school principal and takes great pride in his ability to run an orderly, well-disciplined school. Few things ever go awry and he insists on following procedures to the letter. He is suspicious of change because he believes that change too often means "fad" in education and the breakdown of the cognitive learning process on the part of the students. He is active in church work, is a deacon of the church.

He started with the system as football coach when he got out of the service 30 years ago. He has been a principal for the past 15 years; five years at his present school. He is well respected in the community and, for many, personifies public education.

SECONDARY TEACHER

Age: 38, male

Educational Background: B.A. in History; M.Ed. in History Education

Marital Status: Married; two children (16, 12); wife is registered nurse

General: Widowed when his children were very young, he raised his children alone until four years ago when he married his present wife. He moved to this community at that time because his wife's family lives here. In his former position, he was chairman of the history department at a large middle class black high school in a metropolitan area. In this position he is seen as the unofficial leader of the history department because the appointed chairman is near retirement and largely ineffective. Not only does the faculty regard him highly, but he is very popular with the students--they clamor to get into his classes.

He is a very people-oriented person who believes that too much planning and organization is de-humanizing. He is opposed to a systems approach because he thinks it does not allow enough for differences in personalities.

SCHOOL BOARD MEMBER

Age: 48, male

Educational Background: B.S. History; M.B.A. Management

Marital Status: Married, no children; wife owns her own travel bureau

Hobbies: Golf, hunting

General: He is very conservative, politically and financially. He rarely takes a risk although he tries to help the little businessmen and young people starting out. He feels education is the key to our survival in the future and is interested in improving the quality of education--the cheapest way possible. He is highly regarded in the community; in the last election he received more than twice as many votes as any other candidate. One of his best friends is principal II.

MEDIA SPECIALIST

Age: 42, male

Educational Background: B.S. Biology, working on T-5

Marital Status: Married, five children (16, 14, 13, 9, 6)

Hobbies: Repairing small appliances, TV's, etc.; Boy Scout leader

General: He was born and attended public school in the system where he is now teaching. He joined the Army after graduating from high school and spent two years in Germany. He came home and married his high school sweetheart, went to a college close by and returned home again to teach biology. He taught biology at the high school and coached baseball for 10 years; he was never made department chairman and he never had a championship team.

He is very affable and well-know in the community, not least for his service as scoutmaster. His values follow the Puritan ethic very closely. He feels that long hair and pot are what is wrong with today's youth. Although he seldom has an original idea of his own, he is easy to get along with and will tend to do a very thorough job of whatever he is told to do.

STUDENT

Age: 17

Educational Background: High school senior

Hobbies: Editor of the high school annual, member of the debate team, president of the Student Council

General: He is a bright, popular, polite student who has never caused any trouble in school. He wants to become a veterinarian or a general practitioner so he is minimally interested in a staff development program that won't go into effect for at least a year. The many and varied activities of a graduating senior allow little time for his active participation on this committee.

ELEMENTARY TEACHER

Age: 25, female

Educational Background: B.A. in Elementary Education

Marital Status: Single

Hobbies: Dating

General: She is popular, prettly, somewhat rattlebrained and very interested in marriage. She came to the community with a girl friend because it is close to a military base and Florida is easily accessible. Her first grade students love her and, in spite of herself, she is an excellent teacher. Many of the young teachers look to her with envy and she was chosen for the committee in large part because of her influence on them. Also, her principal recognizes her potential and hopes involvement in such activities as Staff Development will help her become more committed to the school system.

The Curriculum Director has been trying to help her become more organized. She admires the Curriculum Director and wants to please her, but it is very difficult for her to be systematic. (Her check book never balances!) She is somewhat chagrined about this and would like to impress the C.D. a little more than she feels she has so far.

VOCATIONAL DIRECTOR

Age: 32, Black male

Educational Background: B.S. in Vocational Education, Fort Valley State College; within 15 hours of completion of M.Ed. in Vocational Education, Georgia State University.

Marital Status: Married; three girls (8, 6 and 18 months)

Hobbies: Overhauling old cars and trucks.

General: Reared under poverty conditions about 50 miles from where he is teaching, he is dedicated to making education relevant to students so they can acquire the skills needed to elevate themselves socially and economically, as he himself has done. He worked long, hard hours putting himself and a younger brother through school. He continues to work long hours administering the vocational program and teaching two courses although he would not need to do this in his position as Director of Vocational Education. He has great rapport with the male students; he makes himself available to them after school if they want to "putter" in the shop. Always, he urges students to stay in school and get a diploma.

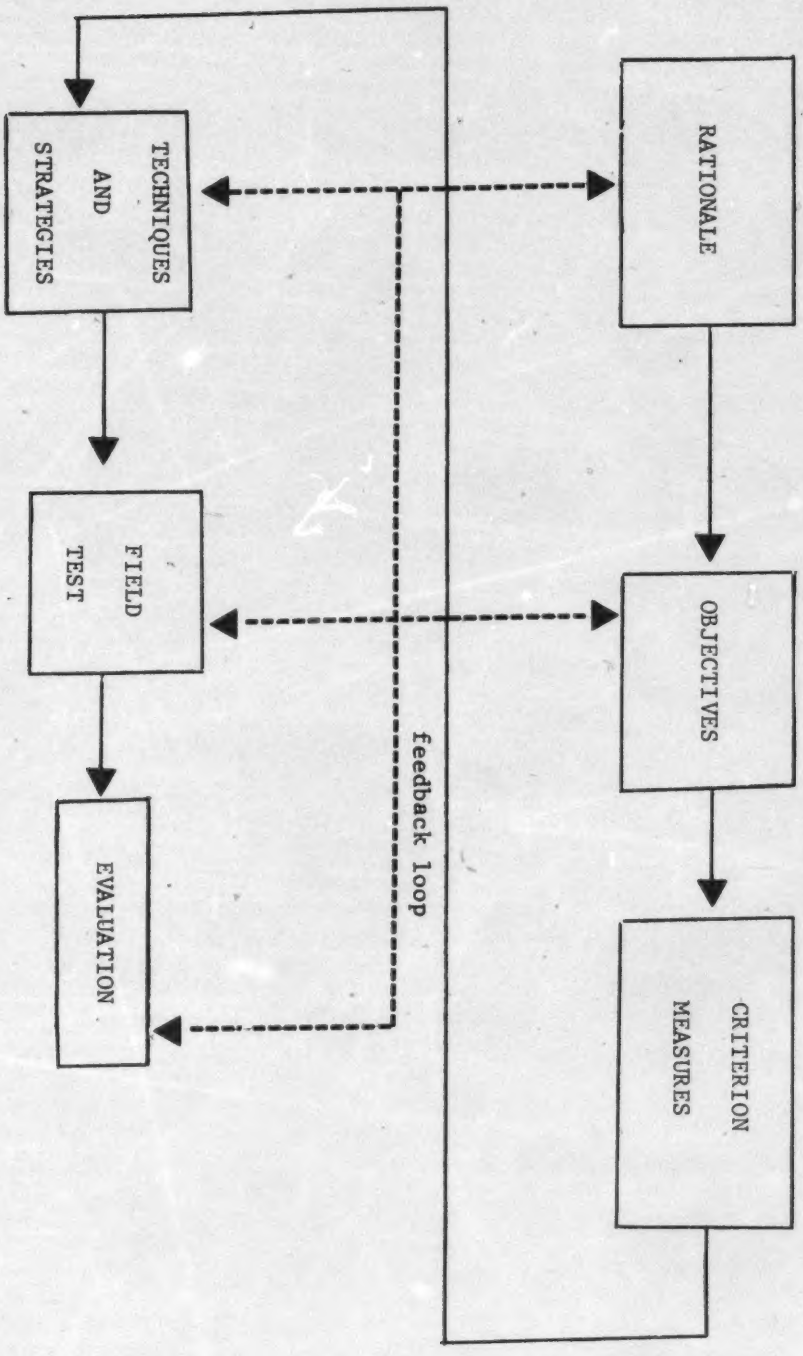
Although far from being a militant, he is sensitive to racial issues and particularly sensitive to the desire of some to relegate Blacks to blue collar jobs through vocational training. He believes vocational education should be an option to everyone but it should not be forced on anyone.

He is supportive of change and therefore in favor of a systems approach and staff development, but he is alert to the fact that Black teachers and Black students may be singled out as the only ones with any problems.

He is housed in the building of principal II; they are natural enemies.

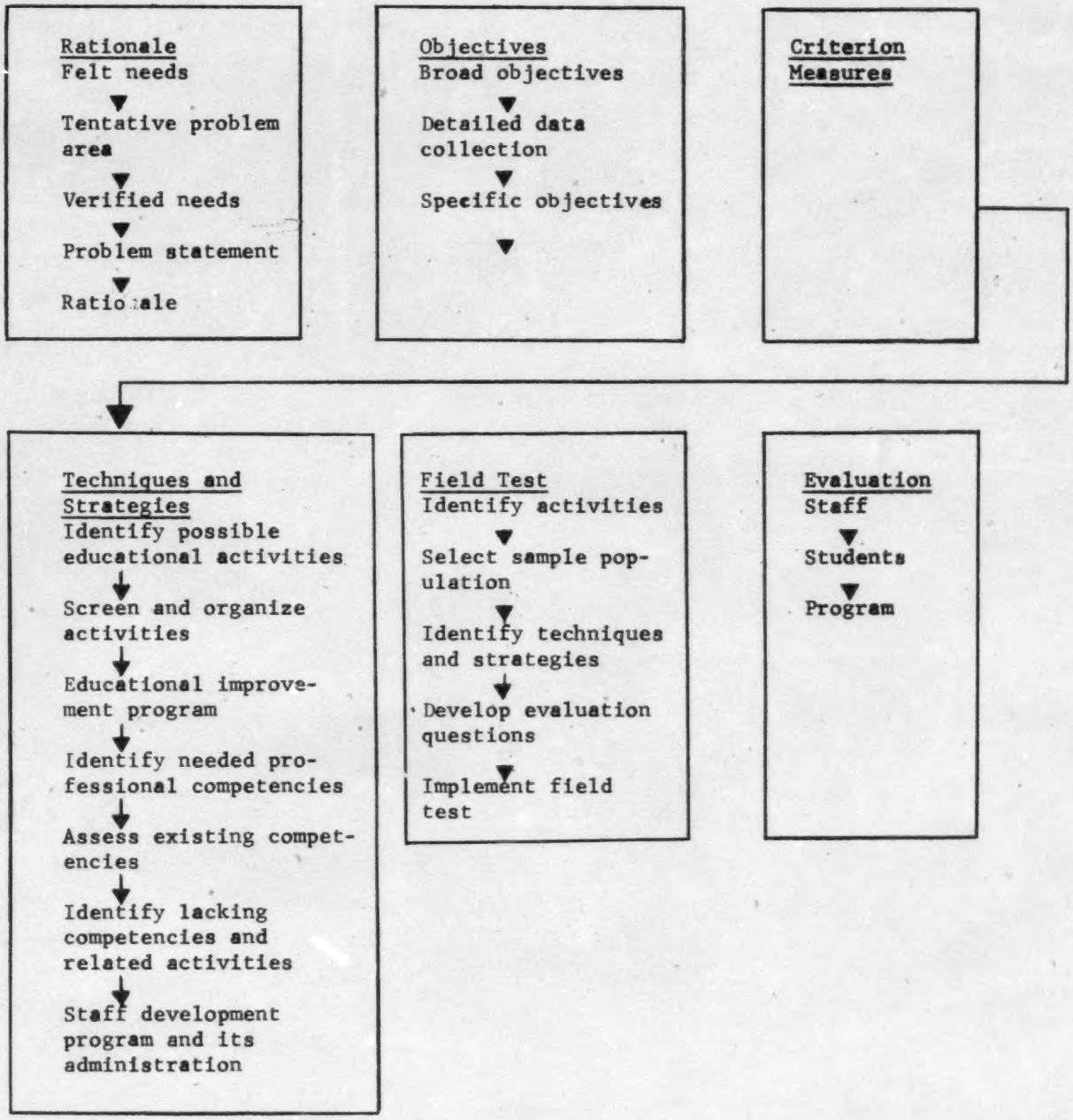
APPENDIX B

BASIC SYSTEMS MODEL



APPENDIX C

BASIC SYSTEMS MODEL AS IT APPLIES TO STAFF DEVELOPMENT



APPENDIX D

Georgia Department of Education

INSTRUCTIONAL PROGRAM STRUCTURE

A. STUDENT ABILITY AND EDUCATIONAL DIVISION

	Average	Disadvantaged	Physical Handicapped	Mental Handicapped	Gifted	Other
Early Childhood						
Elementary Education						
Secondary Education						
Adult Education						

B. EDUCATIONAL DIVISION AND CURRICULAR AREA

	Reading	Language Arts	Math	Science	Social Studies	Art	Physical Education	Career Education	Other
Early Childhood									
Elementary Education									
Secondary Education									
Adult Education									

C. STUDENT ABILITY AND CURRICULAR AREA

	Average	Disadvantaged	Physical Handicapped	Mental Handicapped	Gifted	Career Education	Other
Reading							
Language Arts							
Math							
Science							
Social Studies							
Art							
Physical Education							
Career Education							
Other							